DOCUMENT RESUME

ED 233 015 SP 022 886

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TITLE A Teacher Training Reading Methodology Manual in Kiswahili for Lower Primary Classes in Kenya. African Studies in Curriculum Development & Evaluation. No. 62.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE [82]
NOTE 88p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Bilingual Education; Class Activities; Creative Writing; Developing Nations; Dialects; Educational Resources; Elementary Education; Foreign Countries; *Instructional Materials; Language Proficiency; Listening Skills; *Multilingualism; *Reading Instruction; Reading Readiness; *Second Language Instruction; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS *Kenya; *Kiswahili

ABSTRACT

Kiswahili was declared the national language of Kenya in 1968 and since then has also been established as the language of parliamentary debate. There are, however, inadequate instructional materials in this language, particularly at the primary level of schooling. Since there are almost 20 different languages, or dialects, in Kenya, Kiswahili must be taught as a second language to a number of children in the early grades. This teacher's manual provides a methodology for instructing children in reading, speaking, and writing Kiswahili. Chapter 1 presents an overview of the language situation in Kenya and the language learning needs of the Kenyan child, who may speak a different mother tongue and must learn not only Kiswahili but also, in later years, English. Chapter 2 discusses the basic language skills of listening, speaking, reading, and writing. Methods of teaching reading are addressed in the third chapter. Chapters 4 and 5 are devoted to reading Kiswahili as a first and as a second language. Suggestions are made in chapter 6 for supportive reading materials which may be created by the teacher, and the seventh chapter presents ways to reinforce reading skills through handwriting and creative writing exercises. Chapter 8 offers a short conclusion, and there are three one-page appendices. (JD)

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African Studies in Curriculum Development & Evaluation

ED233015

General Editors: Peter Sachsenmeier
Kofi B. Quansah
Sylvester N. Dioh

No. 62

E. N. WANYOIKE:

A TEACHER TRAINING READING METHODOLOGY MANUAL IN KISWAHILI FOR LOWER PRIMARY CLASSES IN KENYA

1981/82

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

A TEACHER TRAINING

READING METHODOLOGY MANUAL

IN KISWAHILI FOR LOWER PRIMARY

CLASSES IN KENYA

by

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Submitted to the Faculty of Education of the University of Nairobi in partial fulfilment of the requirements for the Postgraduate Diploma in Curriculum Development.

1981/82

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Chapter One

B A C K G R O U N D

A. An Overview of the Language Situation in Kenya.

It has not been easy to say just how many languages there are in Kenya. Ethnicity which is often correlated with language has not always helped in enumerating Kenya languages because, for instance, communities regarded in anthropological and enthnological sources as two separate ethnic groups (tribes) such as Taita and Taveta share a common language,'Kidavida'. Even more perplexing is where a community such as Kalenjin claim to be differentiated into seven language groups, all seen as Languages rather than dialects as stated in Whiteley's Language in Kenya. (Page 22).

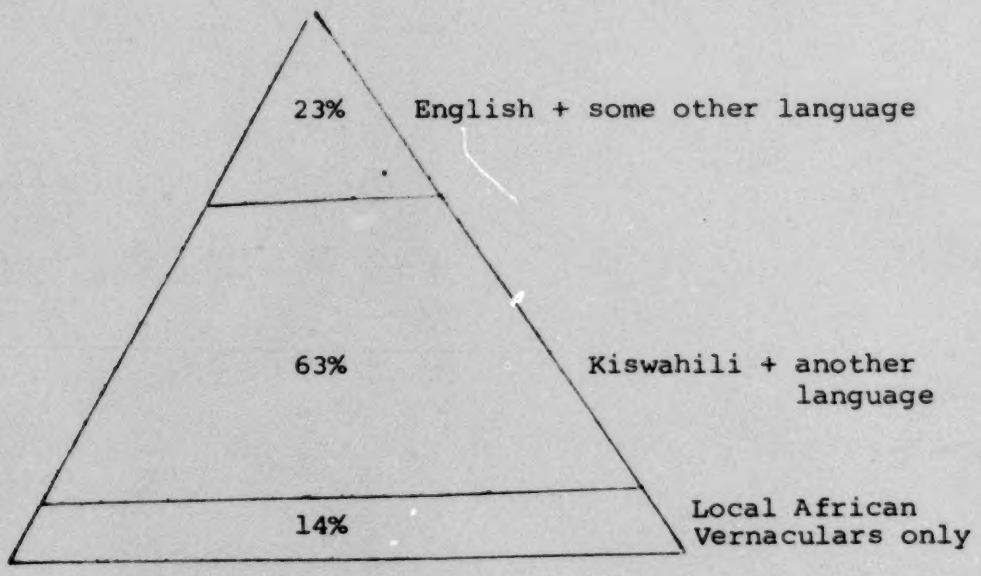
Table 1.4 of Whiteley's Language in Kenya (pages 28 and 29) shows fourty Kenya African languages. But, considering the situation as described in the last paragraph above, this number can be raised or reduced depending on where one decides to demarcate their linguistic boundaries. If a group like the Luhya refers to its twelve or so dialects as languages, the Mijikenda not as one language group but as nine languages and so forth, then Kenya might end up with nearly one hundred languages. Coversely, if Whiteley's enumeration is consolidated by grouping closely homogeneous dialects such as Nandi, Kipsigis, Elgeyo,Marakwet, Pokot, Sabaot, and Tugen into one language, 'Kalenjin' instead of seven, then the number could be reduced to even twenty languages for Kenya instead of fourty.

Kenya does not have a categorical language policy, largely because of this multilingual perplexity. It is unrealistic to merely pronounce the predominance of one language over the others in such a highly multilingual country for the sake of having a language policy.

Nevertheless, what seems to happen within multilingualism is that the interplay of the various socio-economic, historical and political forces determine in a most subtle way what roles the existing different languages will play in society.

Thus in Kenya, the most prestigeous language is not an African language but English, a non-native tongue for the overwhelming black majority of the Kenyan people. One major legacy of the British colonial dominance in Kenya is the English language. English is now the official language of Kenya used in government, legislature, law, public service, education, industry, business, institutional religion and, naturally, the international relations. The sources quoted by Whiteley (1974) indicate that only 23% of the Kenya population are competent in English but 63% of the Kenyans use Kiswahili plus some other language. 14% of Kenyans speak one or two of the other African languages only but neither Kiswahili nor English.

Kiswahili would then seem to be the next language, subordinate to English in Kenya. In popularity however, Kiswahili seems to be the most popular African language in Kenya, if one considers what language people go in for after their own native dialect. This is partly a result of school education and partly a result of other socio-economic reasons including trade and the need for inter-ethnic communication. The triangle below in form of a rough representation of the multilingual usage in Kenya (by population) also shows the statuses of the three language types ⟶ English as the language of the elite , Kiswahili as the language of the intermediate classes, and the local African vernaculars as the language of the bottom uneducated, less informed masses:



A DISTRIBUTION OF POPULATION WHO SPEAK THE LANGUAGES INDICATED IN KENYA

Hence, whenever the question of a national language has arisen in post-independence Kenya, Kiswahili has always been widely preferred because of its para-ethnic characteristics. Kiswahili has been viewed as a suitable language in consolidating national unity especially because through it, every ethnic group, however humble or unsophisticated, stays sufficiently incorporated within the national mainstream. Unfortunately, not enough work has been done to equip this language to take its role effectively. The deficiency is particularly acute for the lack of a deliberate socio-political backing and sufficient instructional resources. The ruling elite and educational authorities are quite comfortable with English and the former uses native African languages including Kiswahili with the masses for electioneering purposes despite their equivocal appeals for maintaining African culture. Consequently, only meagre funds are allocated to developing instructional materials in this so CALLED NATIONAL LANGUAGE.

Kiswahili was declared the National Language of Kenya by the ruling Party, the Kenya African National Union in 1968 and later in 1974; the late President of Kenya, Mzee Jomo Kenyatta pronounced Kiswahili as a language of Parliamentary debates. However, Kiswahili has not attained this status as the national language adequately. In education especially, there are inadequate instructional materials in this language particularly at the primary school level. In the secondary schools, where pupils are prepared to sit for the Kenya Certificate of Education Examination in Kiswahili among other subjects, there is a variety of practice drills type of language materials mainly based on exercises to help students pass the examination but not based on a systematic language developmental process. Strikingly, Kiswahili is an optional subject for students at all levels of education.

Hence, throughout the educational system there is this sketchy teaching of Kiswahili through, mainly, lack of adequate instructional resources. The situation is even worse in the case of the other indigenous African languages which not only lack adequate instructional materials but for some of these languages, whatever materials exist are irrelevant or unsuitable. For others like Kuria, Pokomo and Masai, the materials are altogether non-existent. Yet the government has declared that these languages should not only be taught in the lower primary classes but that they should be used as the media of instruction at that level. The Report of the National Committee on Educational Objectives and Policies - (Gachathi, 1976) states:-

> "The Committee has come to the conclusion that the educational system should make BETTER use of the local languages for instruction at the beginning of the primary education..... p.118".

What is even more absurd is that though these indigenous languages are allocated the noble role of media of instruction in the lower classes of the primary school, no college in Kenya trains teachers' in the teaching of the Mother Tongue except sketchily within the general methods course, which is not adequate.

A lot of communicative demands are made on Kiswahili as the common language of Kenya. That is why it is important to improve the instructional strategies of the language. The two official Kiswahili courses which are recommended for use in the primary schools according to the 1975 Ministry of Education Kiswahili Syllabus (pages 1-2)are:-

(a) TKK Course Books
(b) Masomo Ya Kiswahili Series.

Both of these courses have corresponding teachers' books. Both of them have however been found inadequate and now there are plans to replace them with more desirable alternative materials. Both books are made up of general language courses. The TKK series contain rudimentary reading materials for Standard One and Standard Two only but the books, including their supplementary courses have been out of print for years and thus in short supply or non-existent in most schools. The teachers'guides to Masomo Ya Kiswahili (the course for the entire primary school system from Standard Two)are written in English although the teachers are supposed to teach solely in Kiswahili. Kiswahili lecturers in primary Teachers Colleges train student-teachers on the basis of these two course books and make up for the deficiencies in them through individual improvisation.

A long experience in teaching Kiswahili has shown that there is need to develop relevant teacher training materials in this language. This project will therefore attempt to contribute to the efforts calculated to meet this need especially in the field of Kiswahili Reading Methodology for the lower primary classes, Standard One and Two.

B. LANGUAGE LEARNING NEEDS OF A KENYAN CHILD

One overriding feature of national life in Kenya is the developmental process popularly referred to as Nation building. The main focus of this activity is socio-economic development which involves a variety of processes of which education is one. As he gets exposed to the formal educational process, an average Kenyan child who is submerged in this socio-economic environment is constrained to respond to diverse language needs, the specific ones being the following:-

(a) First Language or Mother Tongue Needs

(b) Second Language or Kiswahili Needs

(c) Foreign Language or English Needs.

One factor which alleviates the multiplicity of problems caused by these diverse language needs at the literacy level for the child is the use of a fairly similar alphabet. All the African languages in Kenya including Kiswahili share the Latin Alphabet with English for all critical transcription. The experience of the average Kenyan child as he responds to these diverse language needs will be briefly highlighted below so as to relate the child's Kiswahili learning response to his total linguistic stimulus:-

1. NEEDS FOR MOTHER TONGUE

Before an average child comes to school at the age of about six(6), he has not only internalised major elements of his ethnic sub-culture but has also established the basic linguistic foundation on which later language development would occur. The policy in Kenya is to teach all other subjects in the childs Mother Tongue for the first three years of the primary school.

So a certain masterly of the Mother Tongue is presupposed during children's learning at this level. This is a big supposition because as stated earlier, no teachers' college or university in Kenya trains students to teach the Mother Tongue let alone teaching IN the Mother Tongue (except where the Mother tongue is English or Swahili). This is mainly because, officially these local African languages are only tolerated and their usage is meant to cease suddenly and totally at the end of the third year of the primary school. Secondly, as both lecturers and teacher-trainees in teachers' colleges are ethnically mixed, no one "tribal" language can be used for detailed training in teaching the Mother Tongue and IN the Mother Tongue medium.

What happens in this situation is that:-

(a) There is no serious Mother Tongue programme in Kenya and hence, both the teaching and the learning of it is poorly done if ever done at all. The result of this is that, among the younger generation, few can function proficiently in their Mother Tongue. One solution to this problem would be to identify respective major African regional languages for each of the eight administrative provinces of Kenya and train teachers for a particular regional language in certain colleges in that province alongside the other regular college studies.

To foster the required "National Unity" or to better inter-ethnic relations, school children should be mixed at the secondary level but not necessarily at the primary school level [see Appendix B - Recommended Kenya Regional Languages].

(b) Where pupils and the teacher in school are of mixed ethnicity, Kiswahili is used as the medium of instruction and as a Mother Tongue although in most cases it is nobody's Mother Tongue in school. This situation gives a most straining experience to both pupils and teachers. However, if teachers in colleges are trained to teach in Kiswahili throughout the Country and throughout the primary system with English being taught properly as a subject to be used as a Medium of instruction in the secondary school, children's learning experience would be made more enjoyable and much less cumbersome.

(c) The idea has been implanted in Kenya that true education begins with English. Consequently, teachers, parents and pupils at the lower primary classes become anxious to start this "true" education and therefore most teachers introduce English and instruct in English as early as possible. Because pupils at this low level are hardly knowledgeable in any language except their undeveloped vernacular, a most bewildering learning experience in form of mixing languages occurs during instructions. In classes without a common Mother Tongue, where Kiswahili is substituted for the former, but where the urge to start "true" education is no less fierce, the classroom becomes a little "Babel" in the art of "speaking in tongues", but eventually, every one becomes accustomed to the situation. There is even evidence that some learning is going on in these rather unorthodox circumstances.

The following incident was witnessed in a Standard Two Mathematics class where no common Mother Tongue existed:-

Teacher: "Seven times four is how much?

(Silence) --------

Teacher: (in Kiswahili) "Saba mara nne ni ngapi?"

(Silence) --------

Teacher: (in Kikuyu, to a pupil who happened to share the language with the teacher)

"Wambui, nduui mugwanja maita mana ni ciiga na?"

[Wambui, don't you know what seven times four is?]

Wambui: (in Kiswahili) "Ishirini na nane"(28).

An official common language of instruction such as the one suggested in (b) above and one that is socio-politically backed might help to resolve the dilemma.

2. NEEDS FOR KISWAHILI

Kiswahili used in school education has a problem which has always been ignored by instructional material designers. Kiswahili courses for Kenya schools are common for all pupils regardless of their linguistic background. True, the courses are graded according to classes and general attainment levels but this is not the main factor as far as learning needs go. There are some pupils to whom Swahili is a Mother Tongue because that is the language of their home community and culture. So when such Swahili children come to start Standard One, they already have a far superior Kiswahili grammar especially for oral communication to any uninitiated non-native speakers.

There is an estimate of only 1% native Swahili speakers in the whole of Kenya. Hence, the majority (c.99%) of children who begin Kiswahili in Standard One or Standard Three have non-native Swahili background.

The kind of materials such as "Masomo Ya Kiswahili, Kitabu cha Kwanza" used in these lower classes are therefore based largely on the needs of this majority and are too simple and thus unsuitable for the native Swahili children in those classes. Clearly then, there is need to develop primary school level Kiswahili materials designed to cater for these two differential groups:

(i) One for native Swahili children

(ii) The other for the non-native Swahili children

The Kiswahili Reading Methodology Course proposed in this presentation attempts to do that. Obviously, all the necessary aspects of such a course cannot be presented adequately here because of limitations such as the time factor. Secondly, as the main focus of the course is

on the first two years of the primary school, the materials suggested here can only serve as the base on which a more comprehensive course for the entire primary school system including the upper classes can be developed.

It should be noted, however, that in mixed communities in Kenya (about 4% of the country's population) such as that in urban centres, settlement schemes and commercial/industrial areas where there is no other common African language, Kiswahili is inevitably used as the medium of instruction. This situation creates learning disadvantages to monolingual children from heavily rural backgrounds. The burden to assess the educational needs of such children and to adapt the instructional materials recommended to suit their classes is left to the teacher. Adaptation of resources in reading will require the teacher to select materials (particularly at the supplementary stages) from suitable instructions of Kiswahili as the First Language and from relevant instructions of Kiswahili as the Second Language.

3. NEEDS FOR ENGLISH

One common denominator in Kenya primary school English courses is that for nearly all Kenyans who start school at this level, English is either a Second or a foreign language. Not more than 0.1% of school beginners will have an English type of home background and even for these, the majority are non-native English speakers. By an "English type of home background" is not meant a strictly British cultural background but rather a Western type of home environment. In Kenya, the modern cultural systems are heavily influenced by western civilization with English as the key medium for the various modernizing forces of cultural values. It is interesting to note how much even the local native languages have adopted

basic concepts of English origin within their respective lexicon. A simple word like SUGAR in ten random Kenyan languages occurs as:-

	Word	Language		Word	Language
1.	SUKARI	Swahili	6	SUKURUK	Nandi
2	CUKARI	Kikuyu	7	ESUKARI	Gusii
3	CUKARI	Meru	8	SUKAR	Luo
4	SUKALI	Kamba	9	SOKOR	Somali
5	ISUKARI	Luhya	10	SOKORTI	Boran

For initial primers in most of the languages used in Kenya such "common vocabulary" can form the basis for content so as to make reading easier through the use of these common notions. However, such an approach should be backed by research so as to control any undesirable side effects.

There is one area which needs serious attention in the lower primary English courses. Primary teacher education has English as a compulsory pass subject for all trainees before they can be initially certificated as teachers. This makes every candidate who qualifies for certification a virtual teacher of English. Now, when the formal aspects of English can be taught from a book, the informal aspects particularly at the speech level must come from the person of the teacher. An estimate of over 90% entrants into the primary teaching force in post-independence Kenya is made up of persons who took the profession as a second or third choice when they failed to secure what they really wanted, especially thwarted aspirants to the University. Few of them would have been exposed to indigenous English speech during their impressionable age of childhood when the most critical innate psycholinguistic characteristics form in an individual. So these mediocre teachers of English who teach secondhand English can only impart "affected" English to

children who in turn can only use the language "affectedly".

There has been widespread charges from public personalities and authorities that the standard of English in the country has fallen over the last decade or so. What this criticism seems to mean is that the kind of English taught in school and later used in public life is too "affected". The degree of "affectedness" range from minor accent variation to considerable incomprehensibility depending on the background exposure of the speaker to Standard English. This tendency is inevitable in view of the situation described above in connection with the teaching force. But it is necessary to observe here that because the majority of people use this "non-standard" English, a form of mutual intelligibility has evolved and given rise to functional communication among the participants. For this reason, no serious steps are taken to attain the "desired quality of English".

One area which could still be attended to in an effort to establish reasonable English at the primary school level is to design a special speech training programme to be administered to children at an early age. As mentioned earlier, not all regular teachers can manage such a programme satisfactorily because the problem is not merely one of teaching "textbook English" which eventually people use in speaking but to establish reasonable speech habits. The programme should be manned by special teachers who are proficient in English through training and talent. There are few such teachers and more can be recruited for the job so that each school has at least one such teacher who conducts a speech training session per day per class with children in the first three or four classes of the primary grades.

N O T E S:

1. Use of the words SWAHILI and KISWAHILI in the text - By Swahili is meant the cultures and the peoples of the Kenya 10-mile coastal strip and their non-standardized dialects.

   By Kiswahili is meant the Standard Language, Kiswahili (SANIFU) used in education, publication and official Government business.

Chapter Two

AN OVERVIEW OF THE BASIC LANGUAGE SKILLS

For learning to take place in an effective way, the various activities calculated to effect it must be organized in an efficient manner. That is why in a learning situation, the teacher must be very careful how he organises and presents his teaching materials to make learning easily manageable and interesting.

In language teaching, there are four major skills which language teachers try to develop to the highest level possible among pupils. These skills are pertinent whatever the language being taught although the level of the learner and the manner of prior exposure to the language will determine the necessary concentration needed in presenting the relevant learning experiences.

The four Skills are:-

a. Listening
b. Speaking
c. Reading and Comprehension
d. Writing.

First and foremost, language is a continuum which symbolises the universe and the rest of perceivable reality within the human mind. As such, language has general functions the main ones being conceptualisation and communication through a system of symbols. Thus language teaching aims at establishing in the learner those skills, the mastery of which promotes a better use of language in carrying out its various functions. It will be indicated here that aspect of language that each skill deals with before examining the various reading techniques commendable for the lower primary classes.

A. L I S T E N I N G

The most basic symbols of language as a means of communication are in form of sounds made in the mouth by use of the tongue. The mouth can make meaningful sounds as well as meaningless ones. Such meaninglessness is of two types:-

(a) Nonsense in terms of lacking coherency or psychological systematization.

(b) UNFAMILIARITY of sounds or language.

The first kind of acoustic meaninglessness (nonsense) is like that made by a mentally deranged person while in a state of total confusion or like the sounds made by a few months' old infant. To the listener such sounds lack psychological coherence and are therefore meaningless. Psychologically, incoherent verbal sounds are of no direct normal language learning interest though they may be of psychotherapeutic interests.

The second type of acoustic meaninglessness (unfamiliar sounds) is like the one experienced by a stranger listening to someone speaking a language totally foreign to him. Although such unfamiliar verbal sounds are meaningless to the stranger, they are psychologically systematic in some linguistic community. If the stranger is systematically and conveniently exposed to those unfamiliar verbal sounds, they may not only become familiar to him, but he may also assimilate the system which produces such sounds and become a proficient speaker of the language.

Hence, developing listening skills aims at establishing familiarity in mastery of the phonological system of the language(s) being learnt through appropriate aural

and audial activities. If what is being taught is the learner's first language (familiar verbal sounds), learning will involve discrimination of simple ideas and concrete situations at the early stages and developing into abstract and sophisticated concepts in later years. Much more concentration in listening skills based on simple situations is needed by the learner of a native language especially at the early stages. Such concentration is absolutely critical if rhe foreign language learner is to acquire an accurate linguistic foundation in the use of the foreign language. It is at this oral-aural level that the fundamental language habit is built in the learner at the earliest stage of formal learning.

B. S P E A K I N G

The specific sounds of a language make up the fundamental symbols of speech. A learner practises what he hears by speaking it so that listening and speaking become complementary functions of the audio-oral mechanism. Speaking is not merely a mechanical verbalisation of sounds although in early childhood it might appear as such. As the learner matures, oral skills are calculated ro promote intelligibility and reason in speech. Thus oral skills are employed as the medium of establishing fluency, meaningful vocabulary, acceptable speech patterns, clarifying or organizing ideas and cultivating creative and critical thinking. Again at the earliest level of school learning, more intensive concentration of oral skills is allocated to the language which the learner is expected to be most proficient in. The needs and status of the native and foreign languages are thus catered for. In all cases presentation of the teacher as the model of good speech cannot be overemphasized.

C. READING

Reading is interpreting written symbols first mentally and then perhaps visually or orally. While at the Listening and Speaking levels the language symbols are in form of letters (simplified phonemes). Letter, word, as well as simple sentence-recognition are the most important skills in early stages of reading and will be discussed at length later in this text.

There are various skills of reading for different levels of learners such as interpretation of symbols or letters (alphabet) word attack skills in pronounciation of words, word recognition, phonics, syllabic and structural analysis and synthesis oral reading fluency, elocution, comprehension, textual analysis and evaluation, critical literary appreciation and inferences.

As indicated earlier, the concern in this text is for initial reading for young beginners.

D. WRITING

While the beginning of language learning skills involve audial-visual activities at the other end there are aspects of psychomotor skills such as writing activities. A distinction is made between:-----

(a) Handwriting which is primarily a neuro-muscular activity for junior learners and

(b) Creative writing which is a maturer operation and involves mainly a synthesis of cognitive and affective activities but still on a psychomotor plane.

METHODS OF TEACHING READING

A brief review of some universal reading methods will be given here and later a selection of suitable ones made for teaching a phonetic language such as Kiswahili. Two major categories of reading techniques will be considered, namely:-

a. The Analytic Approach (Word Elements)

b. The Synthetic Approach (Global and Meaning Constituents).

A. THE ANALYTIC APPROACH

Under this category of analytic approach are the following methods:-

1. The Alphabetic Method
2. The Phonic Method
3. The Syllabic Method.

1. The Alphabetic Method:

This is used to teach reading through recognition of individual letters of the alphabet. This method by itself will not be of much use in Kiswahili which uses twenty-three (23) letters of the English alphabet (letters C, Q and X are not used as such) because, except for the five vowels a,e,i,o,u, of this language and two nasals M and N , none of the other eighteen phoneme-graphemes (letters) holds an independent phonal character in Kiswahili. These eighteen letters(and also ch[ts]) must be clustered in some way especially syllabically so as to form meaningful sounds or representative sound-units in Kiswahili. "Sounding" letters or "Singing" them as the alphabetic practice once was does not by itself

prove ability to read although masterly of the alphabetic letter-names could be used in the learning of SPELLING.

2. The Phonic Method:

This is used to teach reading through recognition of individual sounds of the various letters which form a word. In the phonic method MONTESSORI differentiates the alphabetic letter-names from their MOST COMMON SOUND VALUES (Phonics) and argues that the latter approach which emphasizes SOUNDING LETTERS rather than SPELLING them aids children to recognize words by letters faster and much more correctly. Through an effective word attack technique for reading languages whose phonology capitalizes on single letters (e.g. the English word "Myrrh", unpronounceable in Kiswahili), the reading of a syllabic language like Kiswahili will not be aided much by the phonic method unless the grapheme is a syllable rather than a single letter.

Unlike languages like English, in Kiswahili a syllable never loses its phonemic characreristic regardless of its phonological environment. Therefore, the syllable is the most reliable grapheme to be taught to reading beginners in Kiswahili. The "sounding" of letters by chanting used in the phonic approach would confuse children more than help them in reading Kiswahili. Consider the English words bike [baik] and bikini [biki:ni]. If it was Kiswahili, bi----- would always be [bi] whatever the environment like in bikari [bikari] (compasses) and bikira [bikira] (virgin).

3. The Syllabic Method:

This is used to teach reading through recognition of individual SYLLABLES in a word. Words in Kiswahili are formed by combining VOWELS with CONSONANTS in a most

systematic manner. There are five vowels in the language a, e, i, o, u and there are no VOWEL-only words or CONSONANT-only words. However, there are VOWEL-only syllables. All words are VOWEL-FINAL and a few are VOWEL-INITIAL. The Consonant-Vowel order within words is:-

a. CV e.g. na (and/with)

b. CVCV e.g. soma (read v.)

c. CCV e.g. nje (outside)

d. CCVV e.g. njoo (come v.)

e. VCV e.g. ala (sheath)

f. CCCV e.g. jangwa (desert)

In addition to the eighteen Kiswahili consonants equivalent to the English ones

p, b, t, d, k, g, j, f, v, s, z

h, m, n, l, r, w, y

there are other eleven consonant digraphs

ch, th, dh, sh, gh, ny, ng, ng', nd, nj, mb-----

Each of these consonantal digraphs can take any of the five vowels to form a syllable, thus giving Kiswahili a minimum of one hundered and fifty possible syllables - (5 x 30 = 150). This number of syllables is referred to as 'minimum' because there are two other features in Kiswahili structure which would increase the possible total number of syllables of the language.

(a) The Semi-Vowel W which combine with consonant-diagraphs to form larger clusters e.g.

sh + w (shw) ——→ Shwari (calm)

mb + w (mbw) ——→ Mbweha (jackal)

ny + w (nyw) ——→ Nywele (hair)

Where W is performing a morphological function in a PASSIVE VERB before the final vowel (see examples below). Then another hundred or so different syllables of that pattern can be formed.

Examples:-

-	pigwa	(beaten)	-	chezwa	(played)
-	itwa	(called)	-	uawa	(killed)
-	semwa	(spoken)	-	pendwa	(loved)

(b) Loan words borrowed into Kiswahili have non-Swahili syllabic characteristics

e.g. sul - in sultani (ruler)

lab - in labda (perhaps)

Shar - in sharti (obligation)

Thus a systematic syllabic approach to reading in Kiswahili at the initial stages should prove more effective than the other analytic techniques used only all by themselves. Combined with"global" methods of reading the syllabic approach would assist beginners to read substantially.

B. THE SYNTHETIC APPROACH

This category includes the following methods:-

1. The Word Method or 'Look and Say' Method
2. The Phrase Method
3. The Sentence Method
4. The Story Method.

1. The Word Method:

In the "Look and Say" Method, the basic unit of concentration in reading is the WORD. This approach has a semantic base as the word represents a complete concept, the meaning of an entity.

After the child has learnt to recognise his own name in print, his whole learning environment is filled with labels each of which is a name of the object attached to it. An analogy is made to the effect that as the child has his own name, every other item has its own name. Thus a challenge is put to the child to recognize in print the name of every object just as he does with his own name. And just as the child's name can be written and read away from him,the name of any item can be written and read away from the item it represents.

So,though at the beginning the child is intensively submerged into drills of associating each object with its representative name, gradually the various words and names are isolated from the objects or pictures representing them in order to train the child to develop VISUAL DISCRIMINATION necessary for distinguishing one word from another. Also a number of WORD-CARDS could be mingled for the child to identify or isolate each word, sometimes by matching it with the object or its CORRESPONDING PICTURE as required.

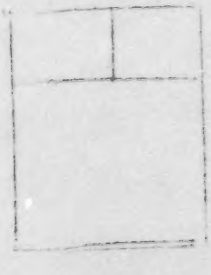
Phonicians have pointed out that although this whole word method leads to quite a lot of reading success among child-beginners, the few children who have problems in distinguishing words with identical graphemical characteristics could be helped more if the phonic method was used. For this reason, advocates of the "Look and Say" method respond positively to this criticism by introducing skills for isolating and identifying WORD-SEGMENTS such as syllables or letters after ensuring that children can read whole words first.

"Look and Say" Method is quite effective in teaching beginners to read Kiswahili. However, the phonicians observation about identical letters confusing a beginner is specially relevant in Kiswahili: For instance, young children often confuse such graphemes as b/d; k/t; k/z; f/v in words like

baba (father)	kaka (brother)
dada (sister)	kata (cut v.)
mvua (rain)	cheka (laugh v.)
mfua (smith)	cheza (play v.)

Sound drills help children to identify contrasts between such confusing pairs. In Kiswahili, the drills can exploit effectively the various syllabic arrangements such as those analysed in the previous section, "The Syllabic Method".

Examples of "Look and Say" items in Kiswahili could be:-



mlango

mpira

baba

2. The Phrase Method:

The teaching of reading through phrases is used in the belief that a phrase contains a more meaningful concept than a word and that therefore, the reading-beginner will grasp the phrasial unit better than a word. This belief is not substantiated as it is not clear whether a pupil who learns to read through this method is assisted in doing so by single words within a phrase or by the phrase itself. Such phrases in Kiswahili would be:-

mfuko wa baba	senti tano
kisu cha mama	
kiatu cheusi	nyumba yetu

Such phrases will be accompanied by corresponding pictures illustrating the objects expressed.

3. The Sentence Method:

This method of teaching reading focuses on the sentence as the most basic, logical and complete thought-unit for the beginner to grasp. At the beginning only short, simple sentences are used to express clear and straightforward ideas whose meaning the beginner understands with minimum of effort.

Initially, sentences are carefully selected and show characteristics such as the following:-

a. Most familiar themes or Common Background

b. Repetition of Common Words.

The type of familiar themes would be the FAMILY, CLOTHING, PETS and CLASSROOM. Like in other synthetic approaches, illustrations will be used to assist the learner in associating the ideas referred to within the words of a sentence. The following are examples of such sentences in Kiswahili based on common African background. Note how some words are repetitively and deliberately used in sentences in order to establish familiarity and confidence in the beginner:-

Baba anataka kisu

Baba anataka kulala

Mama anataka kupika

Juma anataka mkate

Juma anataka chai na mkate

Wewe unataka nini ?

Watoto wanataka maziwa.

In order to check whether the child recognises the various words in a sentence after the reading of the latter is successfully done, the words of the sentence are written on the board or on cards and practised further. Here the Word Method combines with the Sentence Method so as to consolidate the reading skills of the learner.

Once the structure of the sentences selected for learning is established, new words are added gradually and and thus the child's reading is expanded.

4. The Story Method:

The story method exploits the children's curiosity and interest in oral stories and narratives. A story is told in logical sequence and consists of a series of events which catch a child's imagination and arrests his interest. The story for reading is similarly presented to the child in a simple but deliberate sentences. The reader follows the sentences matching them to the sequence of oral narration and gradually he is able to identify the words in the story representing the various concepts of the narrative.

Below is an example of a model story about a boy named KORI who lost his cat and went to look for it in the forest. The story is narrated in a REPETITIVE style whereby various words and syllables are meant to arrest the child's imagination and concentration by being deliberately repeated in certain sentences.

KORI NA PAKA WAKE

Zamani palikuwa na kijana aliyeitwa Kori. Kori alikuwa na paka mzuri. Siku moja paka wa Kori alipotea. Kori akaenda kumtafuta msituni. Akaenda, akaenda, akaenda mpaka msitumi. Kori alimtafuta paka wake sana. Huku msituni akamtafuta, akamtafuta, akamtafuta mpaka akochoka. Kori alichoka sana.

Akapumzika chini ya mti mmoja. Hapo juu ya mti akasikia: mi - a - a - u, mi - a - a - u , mi - a - a - u..... Akatazama na kuona ni paka wake. Kori akamwita paka wake: pu - u - si, pu - u - si, pu - u - si..... Paka naye akaitikia: mi - a - a-u, mi - a - a - u, mi - a - a - u..... Paka akashuka chini ya mti. Kori akamchukua paka wake mpaka nyumbani. Kori alifurahi sana tena.

For consolidation and effectiveness, the story method like the other global approaches has to use the analytic method of breaking the sentence into words and words into letters so as to assist the learner establish word-recognition skills in order to be able to attack new words not found in a particular story.

Thus no one single method by itself is totally effective in teaching reading. It is found that combining reading methods bears better results than sticking to only one approach with all learners, all the time. However, some individual learners respond better to one method rather than another, a fact which should be established for each learner as early as practicable within the programme.

C.

Teaching Kiswahili Reading in Kenya Lower Primary Classes

The point was discussed in Chapter One, "Language Learning Needs of a Kenyan Child" that when introducing Kiswahili instructions in the lower primary classes, materials should be presented with two categories of learners in mind:-

a. Native Swahili speaking pupils for whom Swahili is the First Language;

b. Non-native Swahili speaking pupil for whom Kiswahili is a Second or a Foreign Language.

This dichotomy will be dwelt upon in the sections which follow although many topics will deliberately be merged so that preparations can be started for consolidating the materials into one course towards the upper classes of the primary school.

One other factor which affects organisation of instructions in the lower primary classes must be mentioned here. And that is, in Kenya, the age and levels at which children enter school are not uniform because of the socio-economic and cultural differences of the home background. At one extreme there are children from nomadic communities such as the Samburu who may enter Standard One at the age of ten or more. At the other extreme are the Nairobi City Council schools which demand that no child is admitted to Standard One unless he has spent at least one year pursuing a pre-primary school course and then enter Standard One at the age of not more than and not less than exactly (or approximately only by a few months) six years. As pre-primary education is thus optional for rhe majority of children in the country except within the Nairobi County, parents send their children to the nursery institutions at the age of 2years, 3years, 4 or 5years. This differential pre-primary experience will determine to some extent, children's reaction and performance in Standard One. The teacher is therefore required to take into account children's pre-school and pre-primary experience when planning initial

Chapter Four

READING KISWAHILI AS THE FIRST LANGUAGE

Kiswahili reading needs of children from Swahili homes or from families where Kiswahili is the language of the local community with no other native African language, are similar to those of other children who are about to learn how to read in their Mother Tongue. An average child from such a background will have already assimilated the fundamental linguistic structure of his community and can speak Kiswahili fairly well. His immediate need then is learning how to RECOGNISE and INTERPRET the various written letters and words so as to derive meaning from writings in Kiswahili through reading.

Some children will start reading at the nursery school at an average age of three to four years but others will start their formal learning in Primary One at the average age of six to seven years. The teacher will adjust the initial learning activities to the age and ability of the children in their first grade in school.

A. Reading Readiness:

Before children can be introduced to formal reading activities whether they start in the nursery school or primary One, it is important to ascertain that they are ready to begin reading and if not, to expose them to various reading readiness activities designed to prepare them to begin reading with ease. Reading readiness is a factor related to the degree of maturity of a child and touches on all the three major areas of Bloom's learning processes namely:-

1. The Cognitive Domain
2. The Affective Domain
3. The Psycho-Motor Domain.

The following is a checklist of a child's reading readiness accompanied, where possible, by suggestions of suitable activities in Kiswahili that could develop the required skill:-

(i) Ability to speak clearly and confidently-

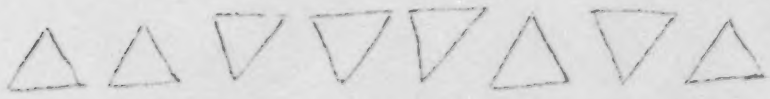
ACTIVITIES --> Describing common occurences:
e.g. kupika chai, kuvaa nguo, kazi ya mama nyumbani..

(ii) Keeness in observing details in small objects-

ACTIVITIES --> Describing observed common objects:
e.g. rangi za wadudu; maumbo ya nafaka.....

(iii) Ability to perceive similarities and differences:-

ACTIVITIES --> Distinguishing similarities and differences in shapes and figures
e.g. Onyesha usawa na tofauti kati ya maumbo yafuatayo:-

(1) 

(2)

(3)

(4)

(5) - - - + - - -

(6) 2 2 5 2 2 2 2

(7) S S S S s S S S S

(8) b b b d b b b

(9) Games where children show in turn a number of objects or pictures of some items. Scores are awarded to those who recognise first similarities or differences as required.

(iv) Ability to recognise relationships

ACTIVITIES grouping items according to a determined order or relationship:-

e.g. kupanga vifaa vifuatavyo kulingana na ufananaji au kutofautiana-

(1)

(2)

(3)

(v) Ability to recall events in sequence

ACTIVITIES - Narrating occurences of an event in sequence -

- Relating events in story-telling.

Scoring marks for recalling events correctly.

(vi) Ability to follow directions

ACTIVITIES Listening to a series of instructions and enacting the directions in the correct order (award scores according to success).

e.g. kupika chai; kujaza wino kalamuni.

(vii) Ability to discriminate and imitate sounds:-

ACTIVITIES Providing word and sound drills

e.g.	ba, da, ta	baba	dede
	be, de, te	dada	bata
	bi, di, ti	mama	kiti

Other Activities Related to Reading Readiness:

(viii) Visual efficiency and discrimination

(ix) Following a left-right eye Movement

(x) Holding a book the right way up

(xi) Ability to concentrate on an illustrated page

(xii) Recognising one's name in print.

B. Reading Activities For Standard One:

It is to be assumed that at this stage, through a variety of planned Reading Readiness activities and tests at the nursery level or during the first term of school, the child has been found to be READY to read, or that he has started reading. The next task now is to provide him with a variety of graded reading activities to promote his reading progress. The following will be the general goods of the Kiswahili reading programme in Standard One from which the teacher will draw termly, and specific lesson by lesson objectives aimed at attaining measurable specific reading skills among his/her children.

OBJECTIVES OF THE COURSE

1. To cultivate INTEREST in learning to read well
2. To awaken curiosity in seeking MEANING in all reading activities.
3. To develop basic skills in WORD RECOGNITION in Kiswahili.
4. To develop ability to read simple materials ORALLY, and fluently and later, SILENTLY.
5. To promote concentration in occasional private reading.

In pursuing these aims the reading programme will be divided into four major facets named below:-

a. The Preprimer Stage
b. The Primer Stage
c. Supplementary Activities
d. Evaluative Activities.

a) THE PREPRIMER STAGE

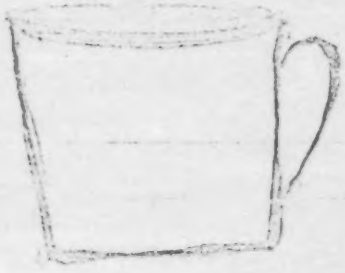
The beginning of this stage is a carry-over from the reading readiness phase and the end of it should see the child able to read printed words on board, card and paper. The work will be based on simple reading materials in form of booklets or preprimers designed to establish initial reading attitudes and skills. The themes of these reading materials should be on common experiences of children in the form of interesting stories or episodes in form of pictures and a small number of phrases, words or sentences. At the beginning there will be heavy reliance on pictures illustrating the idea of the words or sentences used but gradually, the verbal text increases and illustrations become less.

The following are examples of three items representing the type of content to be found in preprimers:

A.

chupa	saa	mti

B.



Hiki ni kikombe

C.

mbwa

mbwa mkali

Huyu ni mbwa

Huyu ni mbwa mkali

Mbwa huyu ni mkali sana

Where the initial reading materials are based on printed matter alongside pictorial illustrations (something similar to C above) one systematic approach could be used page by page in the pre-primer and even in the primer - with necessary modifications. Such an approach could consist of four steps:-

STEP ONE - Preparing for Reading:

Whereby children's background is related to the events in the story orally. In the oral discussion, NEW WORDS found in the written story are used and written on the blackboard. Thus the children are alerted to FOCUS their attention on the topic.

STEP TWO - Interpreting the Story:

Children study the pictures in the story and discussion is continued as they give interpretation of the story in relation to their background experience. The teacher deliberately leads them to use the words of the text in their talk and continue writing the main ones on the blackboard. A reading drill of these words follow in preparation for integrating the pictures and the text.

STEP THREE - Extending Skills and Abilities:

This is the critical stage in this approach. Through questions and directions children are led to focus their attention on

- WORD FORMS
- VISUAL DISCRIMINATION between words
- SYLLABIC SOUNDS
- MEANING ASSOCIATIONS with words
- STORY SEQUENCE

and to attempt to form sensory images of what is read.

STEP FOUR - Extending Interests:

In the final step, another discussion could follow through QUESTIONS and ANSWERS where the children consolidate their understanding of the reading. Creative activities could also be encouranged here through short poems or stories read by the teacher with an aim of increasing interest in reading.

b) THE PRIMER STAGE

If the preprimer stage is conscientiously covered, children will have acquired positive reading attitudes and skills and become ready to tackle more challenging materials. At this stage emphasis will be made on the following factors:-

i. increasing accuracy and independence in word recognition.
ii. to strengthen the habit of looking for meaning in all reading activities.
iii. to establish the habit of following the lines regularly.
iv. to anticipate and keep in mind the sequence of ideas read.
v. to encourage the habit of interpreting what is read in the light of personal experience.
vi. to deepen interest in learning to read well.

At this stage, the main approach will be for the teacher to work through the primer page by page so that the pupils can understand how to tackle the various lexical items within sentences, passages and then whole stories. Generally, the steps listed above in the preprimer stage would be followed with modifications to suit both the slow readers and the fast readers.

First, the children's curiosity is aroused by discussing incidents in their life similar to those of the story; secondly, the story is systematically read through the help

of pictures and teacher's guiding questions; and finally the reading is consolidated by a discussion (through question-answers) of the ideas contained in the story in relation to the children's daily experience or their general background knowledge.

The NEW WORDS are introduced only gradually at an average of one or two per page. Otherwise too much demand will be made on the children too early thus, killing their desire to progress. After children have managed to integrate the concepts of the story with the text, the task of developing the various WORD RECOGNITION skills will be continued. Unfamiliar word forms will be extracted from the story and written on the blackboard or cards in sentences for further practice and use.

It might be found necessary to use a variety of approaches in order to reinforce the required reading attitudes, habits and skills but in every case the teacher who records the progress made by his/her individual pupils will be better qualified in determining the need and best treatment for them. Two elements will be highlighted below as an example of what has been explained in this Primer Stage:-

1) Guiding children to read through questioning
2) Isolating unfamiliar words for further practice.

The following made-up story will be used as the basis for illustration:-

Amina alitumwa dukani jana. Alitumwa na mama yake kununua sukari dukani. Mama yake alimpa Amina Shilingi kumi za kununulia sukari. Njiani Amina alikutana na rafiki yake wa shuleni aitwaye Noni. Hawa wasichana wawili wakaanza kuzungumza habari za shule. Walikaa pale njiani wakizungumza kwa masaa mawili.

Kisha Amina akamuaga Noni. Akaendelea na safari yake ya dukani. Akanunua sukari na kurudi nyumbani. Mama yake hakujua sababu ya Amina kukawia kurudi hivyo. Mama Amina akamwuliza bintiye sababu ya kukawia dukani hivyo.

Amina akamweleza mamaye vile alivyomwona Noni wakazungumza sana hapo njiani. Mama Amina akamwambia bintiye kuwa hiyo ni tabia mbaya. Akamweleza kwamba mtu akitumwa mahali anakwenda upesi na kurudi haraka. Akikutana na rafiki yake wanasalimiana na kuagana upesi.

Amina alikubali maneno ya mamaye na kusema kwamba hatafanya hivyo tena. Mama Amina anampenda bintiye sana.

1) Guiding children to read the story through questioning sentence by sentence (only the first three sentences are used for illustration)------

i. Amina alitumwa wapi?

ii. Nani aliyemtuma? Alitumwa kununua nini?

iii. Alipewa pesa ngapi?

2) Isolating unfamiliar words for further practice-

Excercises could include:-

i. using the word in several sentences

ii. breaking the word into its syllables for synthesis and use in extra sound drills:

wakizungumza	akamuaga	akamweleza
alivyomwona	wanasalimiana	

Sentences: WAKIZUNGUMZA

Sioni Tuliwaona Ulisikia	wakizungumza

Syllabification: e.g. WAKIZUNGUMZA

wa	ki	zu	ngu	m	za

METHODS OF READING

At this stage four main procedures will be used to organise reading activities:-

1. Class Reading
2. Group Reading
3. Individual Reading
4. Silent Reading

Class Reading:

This procedure is used when the teacher wants the whole class to follow her ORALLY in their books or at the blackboard as she leads them in reading words, sentences, or a text. As young children lose track and interest quickly,this procedure is ONLY used for a few minutes when introducing a story passage and then other reading activities are carried out.

Group Reading:

This is the most useful procedure where children practise one by one or sometimes in LOW horuses reading in their ABILITY GROUPS under the guidance of the teacher or under a skilful pupil reader appointed by the teacher.

Individual Reading:

Occasionally, the teacher will ask a pupil to read ALOUD some word, sentences or lines for her either for practice or assessment. Each child should be given an opportunity to read to the teacher or to other children once in a while. But this activity should not take more than fifteen minutes of lesson time (for a 30 - 40 minutes period) as it can be boring while children need more time improving their word-recognition skills.

Silent Reading:

This is an advanced skill of reading and comes ONLY AFTER children have acquired some word-recognition and comprehension skills. This activity is extended at the Private Study Corner.

c) SUPPLEMENTARY ACTIVITIES

During the laying of foundation for reading, it is important to ascertain that the child has grasped the fundamental skills and abilities including:-

1. positive attitudes and habits in reading
2. word recognition
3. association of WORD and MEANING.

Both the preprimer and the primer stages introduce these skills and abilities but a variety of supplementary activities are also required for reinforcing those skills and abilities. This does not mean that the supplementary activities stage comes necessarily after the two other stages but rather that the additional activities follow soon after an introduction of a skill has been done so as to act as an extension of practice and reinforcement.

The nature of supplementary activities and the exact juncture at which they are introduced will very much depend on the teacher's assessment of individual pupil's progress. Thus the slow readers will be assigned exercises of the kind that other groups have already mastered and also work on other materials of their interest and ability. Average pupils will work on average and routine materials while the advanced group will work on more challenging materials of their interest and ability.

The following catalogue of supplementary activities is divided into two arbitrary categories and should be used flexibly according to the teacher's judgement of each child's needs and ability.

i. DIRECTED ACTIVITIES

The activities referred to here would be suitable for any child but are intended mainly for those pupils who find it hard to work independently:-

1) Synthesizing Words from Syllables, e.g.:

Syllables:- [i] [cha] [ko] [mba] [m] [ka] [no] [ru]

Synthesized Words:- [kamba] [chai] [mkono] [ruka] [imba] [chako] [koka]

2) Building sentences from Word-Cards, e.g.:

Words - [kamba] [anapenda] [watoto] [wataruka] [Baba] [walitaka] [kutazama]

Sentences -

(a) | Baba | anapenda | kamba / watoto / kuruka |

(b) | Watoto | walitaka / wataruka | kamba |

(c) | Baba | anapenda | watoto / kamba |

3) Writing and Drawing:

Manipulative activities will be encouraged among pupils especially in -

- copying words, sentences and pictures
- drawing any scenes from a story read or told to them.

Such activities help pupils to concentrate on word forms and themes of stories or simply prepare them for motor skills which should be developed in later stages.

Additional exercises in this section could include such activities as:-

- colouring scenes or shapes
- painting scenes, shapes, figures etc.
- shading the same syllables or words,e.g.

ki	ma	ka
kiti	mayai	paka
kisu	maji	shoka
kikapu	samaki	nyoka
	nyama	

4) Matching Words with Pictures on Worksheets:

This activity is very useful especially:-

- where word meanings are illustrated with pictures
- where a verbal text is illustrated with pictures, e.g.

Robo na Cege wanakwenda zao kazini
Cege atarudi nyumbani jioni lakini
Robo atakuja mchana.

ii. UNDIRECTED ACTIVITIES

The term "undirected" does not mean that the teacher will not have a hand in the activities of this category but that his/her involvement here will be minimal. The main purpose of this work will be to cultivate the HABIT of WORKING INDEPENDENTLY and thus produce MATURE READERS. As soon as children show signs of ability to read and acquire some word-recognition skills, provision should be made for them to exploit this potential. For this reason, a special section or corner should be set aside in the classroom where a variety of self-study or private study materials can be kept for children to resort to for further practice and exercises whenever they complete other set work or as guided by the teacher.

Whenever the teacher has to spend a lot of time with slow readers or other individuals needing her help, the other childeren could always resort to the PRIVATE STUDY-CORNER to further their knowledge, increase their vocabulary and improve their reading generally. This private reading corner, an introduction to the LIBRARY idea, will have an assortment of reading materials which the teacher could grade according to the particular needs of her class.

Suitable materials in this section would include:-

- Reading Games
- Reading Cards
- Labels and Notices
- Workbooks (drills and exercises)
- Experience Charts
- Jingles, Rhymes
- Picture Books
- Picture stories
- Self-study Preprimers and Primers
- Simple Reading Booklets
- Illustrated story Books
- Illustrated social activities
- Illustrated Nature Books.

d) EVALUATIVE ACTIVITIES

When children start work as a class, individual differences begin to show in performance and that is why it is advisable to provide appropriate work commensurate with their respective abilities so as to sustain their interest and progress. The groups they work in should be flexible so that those who show persistent progression or retrogression can always be placed where they can work best. But most children will remain in the middle groups as the normal tendency seems to be that most individuals perform fairly ordinarily.

When learning to read in the early stages, the assessment of children's performance and progress will involve fairly routine activities such as the following:-

(i) observing children in oral and silent reading; noting ease, pleasure or otherwise.

(ii) ability to read flash cards; reading word lists and sentences.

(iii) filling in blanks orally in incomplete sentences,e.g.

1. Baba ya babangu anaitwa ----------
2. Nyuki hutengeneza ----------
3. Watu hunywa -------- kutoka kisimani
4. ---------- anataga yai kila siku.

(iv) Answering NDIYO(yes) or LA(no) after reading a statement e.g.

1. Juma ni jina la msichana.
2. Peremende ni tamu.
3. Ndege huruka angani.
4. Viatu huvaliwa kichwani.

(v) Obeying an instruction after reading it:-e.g.

1. Fungua mlango polepole.
2. Chukua kitabu chako ukiwekelee mezani.
3. Enda mbele ubaoni uandike jina lako.
4. Simama kando ya meza ya mwalimu.

C. READING ACTIVITIES FOR STANDARD TWO

After a whole year of intensive,thorough and systematic exposure to rudimentary reading materials, to techniques of learning new words, to skills of searching for meaning in a simple text and to practise in developing positive habits and interest in reading, the majority of pupils who enter the second year of instruction should be ready to advance their reading ability. At the end of the first year they should have acquired on the average vocabulary range of 200 words on which to build further extensions.

The main emphasis in Standard Two will be progress in all the basic reading attitudes and skills until pupils are able to read simple materials INDEPENDENTLY and with keen interest in the content. Skills and ability acquired in the first year should be consolidated and extended. In developing the necessary skills and attitudes attention will be given to effective reading orally, fluently, thoughtfully and silently.

The following are the general objectives of the reading programme in the second year. Many of these aims will continue into subsequent years. The class teacher will draw specific instructional objectives attainable in every lesson from the particular material which she will be working with.

General Objectives of the Course(Std.2)

1. Deepening interest in reading as a source of pleasure and information.
2. Extending the interest of pupils through both guided and independent reading.
3. Promoting rapid growth in ability to secure a clear, accurate understanding of what is read.
4. Developing the habit of reacting thoughtfully to the ideas acquired and of using them in clarifying.

understanding, developing right attitudes and solving problems.

5. Increasing the number of words recognised quickly at sight to over 1,000 mark.

6. Developing word-attack skills so that pupils can recognise and pronounce independently all new words in the materials read that are within their speaking vocabulary.

7. Improving the quality of oral reading.

8. Encouraging the habit of silent reading among pupils who have acquired considerable oral reading skill so that, eventually, silent reading becomes more important than oral reading.

In achieving these aims, focus will be directed to the following three categories or the material presentation: Initial Lessons; Graded Readers; and Supplementary Material.

(a) THE INITIAL LESSONS

As the end of the first reading year will be punctuated with a few weeks' break or holiday, it will be possible to select really nice and easy reading materials with which to start the new, second year. During the first week of this second year the teacher can motivate her pupils to like reading by giving them enjoyable incidents or stories to read. The stories can be read in class whereby the content of the story is related to children's common background and general experience through questions, answers and comments.

At the beginning of the second year of reading, all children should be given new, easy but interesting materials to read. Every pupil should be able to read and enjoy these first stories thoroughly. For a time,

ability groups could be ignored with an aim of arresting every pupil's curiosity with these simple, humorous and if possible, even funny stories. Let pupils simply enjoy themselves reading very interesting materials for this first week or so.

(b) GRADED READERS

In the lower primary classes reading courses are made up of one or two set readers per class per year containing some 150 pages each on the average. In Kenya, if the kind of background work recommended in this course for Standard One has been done adequately, average Standard Two children from Swahili first language communities should be able to follow TUJIFUNZE KUSOMA KIKWETU(TKK) 'Books' 2A, 2B, 2C, 2D each of which is made up of an average of 50 pages about half of which is pictorial illustrations of the various stories and other selections. Thus, the printed verbal text in these four TKK Book Two Readers consist of an average of 100 pages in all but there is still an additional equal verbal text of supplementary material for use in Standard Two. It must be emphasized that all these TKK materials are mainly suitable for Standard Two of first language Swahili communities. Children from other Mother Tongue communities need different kinds of reading materials.

Different procedures may be followed in presenting reading materials to children. The methods for use in Standard Two are similar in principle to those followed in Standard One especially during the Primer Stage. When teaching a slow group the reading material could be tackled page by page but average groups are capable of tackling a reading selection or story as a single unit. Below is a modification of the procedure used at the Primer Stage that can be followed from Standard Two onwards in guiding children in learning to read more

aggressively:-

1. Relating the theme of the story to children's experience through questions and discussing pictures of the story.

2. Explaining any new words or new concepts found in the story.

3. Identifying the purpose of reading, what kind of a story it is, to answer questions posed in class, or to find out what happened to certain characters in the story.

4. Reading the story SILENTLY first and then ORALLY with the teacher's help whenever necessary.

5. Discussing the content read whereby the children are free to ask or comment anything related to what they read.

6. Consolidating the information received or the insights gained from the reading. This step could take the form of PRACTICAL APPLICATION as follows:-

   i. Drawing pictures in proper sequence of incidents in the story.

   ii. Matching sentences and words with pictures,e.g.

Haya ni matunda

nanasi

iii. Arranging in proper sequence the incidents of the story read.

iv. Selecting from several possible beginnings or endings for sentences in order to check on comprehension of story read.

e.g. for AMINA ALIMPIGA MBWA MPAKA AKAONDOKA KIJIJINI KABISA -

Questions: 1. Amina alimfukuza - (mbuzi, mbwa, paka)

2. ----- alimfukuza mbwa (Amina, Sara, Hawa)

(c) SUPPLEMENTARY MATERIAL

Besides the course readers with the close guidance of the teacher in Standard Two, if not earlier (but later in some few cases), a stage is reached where additional reading activities or materials are needed in order to consolidate the child's reading confidence. Hence, the need to provide some form of reading supplementary material which will be discussed here under three categories: Independent Reading; Structural Analysis; Dramatization.

(i) Independent Reading:

The major aim of teaching children to read is to introduce them to the whole world of books, print, graphemic representation, learning and knowledge and also to prepare them for INDEPENDENT STUDY among other things. The PRIVATE STUDY CORNER on a table, shelf, box or cupboard explained in Chapter Four - (ii."Undirected Activities") of the Standard One reading programme need to be expanded now in content for use by Standard Two. The materials there should still be interesting and easy but not too easy otherwise children will despise them.

The stories should be enjoyable and there should still be helpful illustrations wherever necessary.

Care must be taken to ensure that, books and supplementary readers selected for this purpose are based on children's interests and that the child may go to the reading table when he has time to do so, make his selection and read to satisfy his own individual interests. The teacher should be familiar with each child's interests so as to select suitable books for them and there should also be a record-keeping system to show who is reading or who has read what when, so that books can be exchanged conveniently whenever necessary.

One big problem in Kenya is lack of sufficient or suitable Kiswahili reading texts courses and supplementary readers for young children. So, as there is this general challenge to provide reading materials for children, after gaining experience in children's needs, a teacher could try to improvise or prepare some supplementary reading materials, at first for her own classes but later even for publishing.

(ii) Structural Analysis:

It was hinted right from Standard One sections that there should be a high degree of emphasis on the syllabic approach in word analysis skills of reading because Kiswahili is totally a syllabic language. At Standard Two level there should be a concentration of syllabic synthesis as a technique of word recognition in reading. Although the average class readers could have exercises in syllabic synthesis, there will be need for further practice in smaller groups and by individuals.

The extended practice in syllabic synthesis will form a part of supplementary activities organised in such a way that children can be absorbed in them for a

considerable length of time with the teacher coming in only occasionally to provide the necessary guidance or motivation. If most of such activities are made for self-study, adequate clues and solutions should be provided so that children can check themselves or on each other and assess progress. Clues and solutions could be printed on special cards or isolated in separate pages of the book.

Examples of Syllabic Synthesis:

1. Forming short words from long words
   e.g. Wanawake — wana, nawa, wake, wanake
   Msichana — sina, mna, nasi, mcha, mchana

2. Forming long words from short words
   eg. na - anasoma, anapiga, anashona------
   kupigana, kulipana, kupatana-------
   lima — kulima, mkulima, mlima-------
   kilima, mlimau, wakulima--------

3. Forming words by using specified syllables
   e.g. TE/KA - mkate, mikate, mateka, kuteka,
   akate, akamate, tetemeka--------

(iii) Dramatization:

One way of consolidating children's supplementary reading is by acting simple plays. Playlets which are suitable for young readers could come from two sources:-

1. a book of short plays
2. adaptations from a story read.

From a book of short plays,children would simply memorize what they read and try to act it as effectively as they possibly can.

However, when they read a story written in simple prose and understand it thoroughly, their imagination is excited and they enjoy acting the parts played by various characters in the story. Children are quite good in this sort of activity and if it is properly organised, they become quite creative and enjoy performing the roles of the characters tremendously.

Whether the characters are people, animals or birds, children are able to personify the whole lot of them and therefore, this potential should be exploited constructively within reading.

Chapter Five

READING KISWAHILI AS A SECOND LANGUAGE

A lot has already been explained in the preceeding sections about teaching Kiswahili reading in Standard One and Two to children whose Mother Tongue is Swahili. It was discussed in Chapter One (B 2) that there is only 1% native Swahili speakers in Kenya, people whose First Language is Swahili. It may therefore appear awkward to concentrate so much attention on such a small portion of the population. However, the reading course proposed in Chapter Four on instructions for speakers of Swahili as the First Language has been designed as a base into which even a reading programme for non-native Swahili speakers should relate so that, as children progress into the upper primary classes, the reading programme could eventually be merged. Moreover, the reading programme should help both groups to learn Standard Swahili (Kiswahili Sanifu) which in certain aspects appears as strange to the native as it does to the upcountry non-Swahili speakers.

It was also mentioned in Chapter One (B3) that although Kenya has many languages, pupils have an advantage at the literacy level because all the African languages in Kenya (and even English) share a fairly common Alphabet. Moreover, all the African communities in Kenya share many cultural elements which form an appropriate SOURCE for a reading CONTENT. Of course, there is always need to balance rural background with urban themes in the instructional content.

The major need for non-Swahili children who have to begin reading Kiswahili is orientation in Kiswahili language at the speaking level. This need is always ignored by designers of the official primary school Kiswahili syllabus, a factor which causes frustration among students who lose confidence in their use of the language as they progress through the educational system.

A. The Oral Stage:

Over 95% of the rural Kenya children who begin school at the nursery level or Standard One have little knowlege of Kiswahili since they come from non-Swahili background. They may have picked one or two words from some casual experiences but, that would be about all.

Therefore, in order to prepare these children for a Kiswahili reading programme it will be necessary to introduce them to spoken Kiswahili so that they can gain enough vocabulary to use in their initial reading. In the early stages, children should not be confronted with two difficulties simultaneously -

a. Speaking a strange language
b. Reading a strange language.

Material for audio-oral practice should be based on children's interests and organised in such a way as to give simple but effective speech orientation. The content for such a programme would include topics such as:-

1. The home, family, classroom, school.
2. Daily activities and routine of the community.
3. Domestic and farm animals; pets.
4. Children's games; the playground.
5. Simple Kiswahili songs; poems; acting.

It is important to base children's oral work on acceptable Kiswahili speech and grammar. For this purpose, the teacher must ensure that she acts as the best model for children although aids such as audio-equipment, the video, radio, tapes and record player could be used where available and convenient. Children will be given an opportunity to express themselves in simple Kiswahili and thus begin learning the language. This work should

be organised systematically so as to produce effective drills. Items to use in performing this task would include:-

1. greetings
2. polite requests and courteous words
3. likes and dislikes
4. identifying people and things (ostensiveness)
5. seeing, hearing, feeling and possessing
6. simple conversation.

e.g. GREETINGS:

Hujambo? _____ Sijambo
Habari gani? _____ Nzuri/Njema sana
Hujambo Oloo? _____ Sijambo Muthoni
Hamjambo watoto? _____ Hatujambo Mwalimu
Mama yako hajambo? _____ Hajambo
Habari ya shule? _____ Njema/Kazi ngumu
Wazazi hawajambo? _____ Hawajambo.

POLITE REQUESTS AND COURTEOUS WORDS

Tafadhali nipe - (kalamu moja, maji---------)
Asante sana.

Tafadhali weka kitabu hiki mezani
Asante sana.

Tafadhali funga mlango
Asante.

Tafadhali niambie ni saa ngapi sasa
Ni saa tatu.
Asante.

Jina lako nani? Waitwaje?
Jina langu ni Mine. Naitwa Mine.

Juma ameanguka vibaya.
Pole Juma.

Tafadhali niletee soda moja.
Msamaha, soda zimekwisha.
Kwa heri. Kwa heri ya kuonana.

LIKES AND DISLIKES

Unataka nini?	Mnataka nini?	Anataka nini?	Wanataka nini
Mimi ninataka	maziwa	mtoto	
Wewe unataka	sabuni	wageni	
Yeye anataka	mkeka	mkate	
Mimi sitaki	kiberiti	mitungi	
Wewe hutaki	rula	cheo	
Yeye hataki	vitabu	vyura	
Sisi tunataka	chakula	ngozi	
Nyinyi mnataka	machungwa	mbegu	
Wao wanataka	maji	ubao	
Sisi hatutaki	chai	ugomvi	
Nyinyi hamtaki	kwenda	shoka	
Wao hawataki	kulala	mawe	

OSTENSIVENESS (Identifying People and Things)

W A T U

Huyu Huyo Yule	ni nani?	Ni _____	Mtoto, Mtu, Mzee Mwalimu, karani Mgeni, dada, Mhindi
Hawa Hao Wale	ni kina nani?	Ni _____	Watoto, Watu, Wazee Walimu, Makarani Wageni, dada, Wahindi

V I T U

Hiki ni kitu gani?	Hivi ni vitu gani?
mlango	milango
kiti	viti
Ni meza	Ni meza
saa	saa
picha	picha

V I T U

	kalamu		kalamu
	kitabu		vitabu
	ubao		mbao
Ni	koti	Ni	makoti
	kofia		kofia
	shati		shati

POSSESSING(-NA)

Singular	Plural	
Nina	Tuna	Kitabu kizuri
Sina	Hatuna	"
Una	Mna	"
Huna	Hamna	"
Ana	Wana	"
Hana	Hawana	"

SEEING(-ona)

Singular(UMOJA)

Positive(+)	Negative (-)	
Nitaona	Sitaona	nyumba ile
Ninaona	Sioni	kiti changu
Nimeona	Sijaona	watoto wawili
Niliona	Sikuona	kalamu nyeupe
Utaona	Hutaona	Shilingi kumi
Unaona	Huoni	maua mazuri
Umeona	Hujaona	mama na kaka
Uliona	Hukuona	Baba yake Asha
Ataona	Hataona	kijiko kizuri
Anaona	Haoni	pa kulala
Ameona	Hajaona	upuzi kama huu
Aliona	Hakuona	njia mpya

Plural (WINGI)

+	-	
Tutaona	Hatutaona	nyumba ile
Tunaona	Hatuoni	kiti changu
Tumeona	Hatujaona	watoto wawili
Tuliona	Hatukuona	kalamu nyeupe
Mtaona	Hamtaona	shilingi kumi
Mnaona	Hamuoni	maua mazuri
Mmeona	Hamjaona	mama na kaka
Mliona	Hamkuona	Baba yake Asha
Wataona	Hawataona	kijiko kizuri
Wanaona	Hawaoni	pa kulala
Wanaona	Hawajaona	upuzi kama huu
Waliona	Hawakuona	njia mpya

HEARING (-SIKIA) [as for SEEING above]

To be used with appropriate objects.

CONVERSATIONS

Example: NJOKI ANANUNUA KALAMU DUKANI

(Wahusika: Njoki na Mwenye-duka)

M-Duka: Hujambo dada mdogo?

Njoki : Sijambo bwana. Mimi nataka kalamu ya mate

M-Duka: Nina kalamu nzuri sana hapa.
(Anamwonyesha Njoki kalamu)

Njoki : Kalamu moja ni bei gani?

M-Duka: Ni shilingi mbili tu

Njoki : Hivyo ni ghali sana. Nina shilingi moja tu mimi

M-Duka: Ongeza sumuni nitakupa

Njoki : Sina pesa zaidi, bwana. Nina hii shilingi tu

M-Duka: Haya, ilete hiyo shilingi yako

Njoki : Asante bwana (anaipokea kalamu na kulipa shilingi moja)

M-Duka: Haya, kwa heri.

Njoki : Kwa heri bwana.

A lot of oral drills are needed to give children confidence in speaking Kiswahili. The examples above are only models on which plenty of similar exercises should be developed for practice. It will also be necessary to ensure that children start off by getting used to Standard Swahili (KISWAHILI SANIFU) during this early stage so that there will be minimal remedial work at later stages. For this purpose examples of harmonising various expressions to their respective Kiswahili nominal classes will be given below in a simplified from. Oral Practice will follow these nominal patterns. Items will be given in six of the simpler and the commonest nominal classes demonstrated and reinforced by the use of the following instructional aids:-

a. Real objects each labelled by its name
b. Illustrations, pictures, drawings etc.
c. Actions in the classroom by the teacher and pupils
d. Conversations and stories.

Items in the six nominal classes (singular and plural) are as follows:-

1. M-WA
   a. samaki, mvulana, paka, mdudu
   b. samaki, wavulana, paka, wadudu

2. M-MI a. mkate, mpira, mchungwa
   b. mikate, mipira, michungwa

3. KI-VI a. kiti, kisu, kitabu, chakula
   b. viti, visu, vitabu, vyakula

4. (N) (a) & (b) nyumba, meza, kalamu

5. MA a. jani, jiwe, tawi, embe
   b. majani, mawe, matawi, maembe

6. U a. uzi, ubao, upanga
   b. nyuzi, mbao, panga.

The two tables below show the kind of Question-Answer patterns which could be used for programmed oral drills. Table A is a Question-Answer pattern for use with the Animate Nominal Class (One) and Table B is for use with all the other inanimate classes:

A. Maswali		
Huyu Hawa	ni	nani?

A. Maiibu		
Huyu Hawa	ni	mzee, ndege wazee, ndege
	Ni	----------

B Maswali

Hiki Hivi	ni	kitu gani? vitu gani?

B. Majibu

Kitu hiki Vitu hivi	ni	mkate, jani mikate, majani
	Ni	----------

To make this work lively, effective and interesting, the teacher should plan for a variety of approaches to assist in laying the proper grammatical foundation for future constructions.

B. Reading Activities For Standard One:

Only children of Swahili families or those who start school in lower primary classes and come from mixed African communities as referred to in Chapter One(B2) begin learning how to read in Kiswahili as described in Chapter Four. Normally, other children from non-Swahili backgrounds begin reading in their Mother Tongue or English. Therefore, in this Section (3.42), it will be assumed that children have already been exposed to READING READINESS or some other form of familiarity with printed words in some Kenyan language other than Kiswahili. It will also be assumed that KISWAHILI ORAL STAGE has been thoroughly covered as explained in Section (A) above.

What children need now is to read Kiswahili. The aims of reading Kiswahili in Standard One will be as follows:

At the end of Standard One, pupils should be able to:-

i. read simple materials written in Kiswahili.
ii. understand (by responding appropriately), simple statements read in Kiswahili.
iii. have increased their vocabulary to the range of 100 words.

In order to achieve these aims the Kiswahili reading programme will be based on the following activities:-

- Reading illustrated sentences and words.
- Working on exercises such as word analysis drills.
- Oral and Silent Reading from a Class Reader.
- Supplementary reading.

(a) Reading illustrated sentences and words:

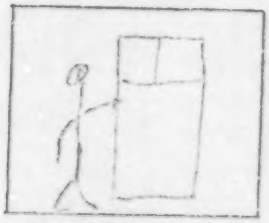
As children have already learnt to speak elementary Kiswahili, reading could be introduced in simple,

illustrated sentences. Initially it will be necessary to support the printed sentences with both pictorial and psychomotor illustrations so as to arrest children's attention, inquisitiveness and curiosity. Active participation will help to meet this need and so a start could be made by reading and obeying COMMAND statements written -

1. on the blackboard and then later
2. on practice cards etc.

The commands should be the simple types such as the following:-

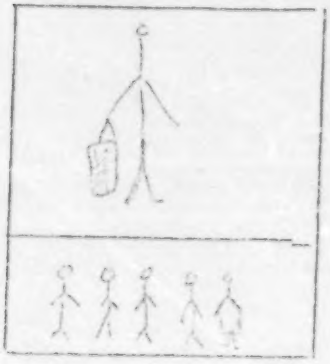
Funga mlango



Chukua mfuko

Penda shambani

Simama karibu na mti



Chora watoto wenzako

Later, the sentences do not have to be commands but can still be illustrated pictorially or otherwise. But the real test for ability to recognise words is when children can read them without illustrations and in different contexts or textual environments.

(b) Word analysis drills:

As a reinforcement and check for word recognition, children should be provided with a lot of practice and exercises in the form of word games, flash cards and syllabic syntheses as shown in Chapter Four (B).

(c) A class reader:

A non-Swahili Standard One Kiswahili class reader will have a much simpler language than a Swahili Standard One primer. The ideas should also be simple and straight-forward so that pupils have only Kiswahili reading problems to deal with but not other difficulties. A book like MUSANA SARA, E.A.L.B. 1958 will make a good material for this purpose. This would be a good text to study with trainees preparing to teach Kiswahili reading in non-Swahili Standard One. It's content is the family, children's activities, pets, household and farm chores, shopping and five short animal stories.

The print and the lay-out is simple and arresting. It is a good old book but not currently recommended in the official list. However, it may not be adequate for a whole year of a fast reading class and would therefore need to be supplemented. The teacher will involve the pupils with systematic discussion and meaning of the texts read.

(d) Supplementary reading:

Most of the "i. DIRECTED ACTIVITIES" of Swahili Standard One as explained in Chapter Four (B) would be suitable for non-Swahili Standard One especially as regards Word-Recognition Practice. Fast readers should be given an opportunity to read simple but selected supplementary readers.

C. Reading Stories in Standard Two:

If Kiswahili work for Standard One recommended in the previous sections of this course is properly done, it should establish useful background in this language. The reading programme especially should reinforce proper sounds and word interpretation among pupils. While in Standard Two, Word-Recognition skills of reading will be promoted, emphasis should be made on the expansion and extension of experience in Kiswahili. The aims of Kiswahili reading in Standard Two could be summarized as follows:-

1. Exposure to expression of phenomena in Kiswahili.
2. Increasing vocabulary in Kiswahili
3. Expanding experience in Kiswahili
4. Pursuing Word-Recognition skills
5. Increasing interest in Kiswahili
6. Increasing children's imagination and creativity through reading stories.

Considering the pressure which may be exerted on the child by the exposure to reading skills in other languages like the Mother Tongue or English, it will be sufficient to pursue the aims above though extensive reading especially of well selected and interesting story books as soon as children are able to read printed materials in Kiswahili.

That means that supplementary reading in Standard Two will be given as much attention as class reading if not more. For that reason, care will be taken in selecting stories which appeal to children. Children seem to enjoy considerably stories with the following characteristics:-

1. Animal stories which arouse their emotions and imagination.

2. Funny and humorous episodes portrayed by characters that are amusing and by words that have meaning to the children.

3. Exaggeration.

4. Fairy tales that carry them into the realm of imaginary experiences.

5. Incidents which recall past experiences, familiar sounds and tastes.

6. Vocabulary similar to their speaking vocabulary.

7. Action which moves fast towards the climax.

8. Thrilling incidents with dramatic overtones.

The various procedures used in reading will be appropriately followed:-

a. Oral Reading

b. Silent Reading

c. Class Reading

d. Individual Reading

e. Private Reading.

Chapter Six

CREATING SUPPORTIVE KISWAHILI READING MATERIALS

Because of the prevailing indecive language policy in Kenya, there is a tendency to publish school readers mainly in English alone and even then, publications are predominantly on officially recommended lines. In these circumstances, publishing in African languages even in Kiswahili is strictly minimal. Because readership in these languages is poor, publishing in them becomes uneconomical. This situation creates a vicious circle.

Thus, a teacher who is interested in promoting Kiswahili reading among young children is confronted with a dire shortage of suitable reading materials. The teacher is therefore required to be exceptionally creative so that he/she can improve the necessary reading materials.

A. Making Picture Books in Standard One:

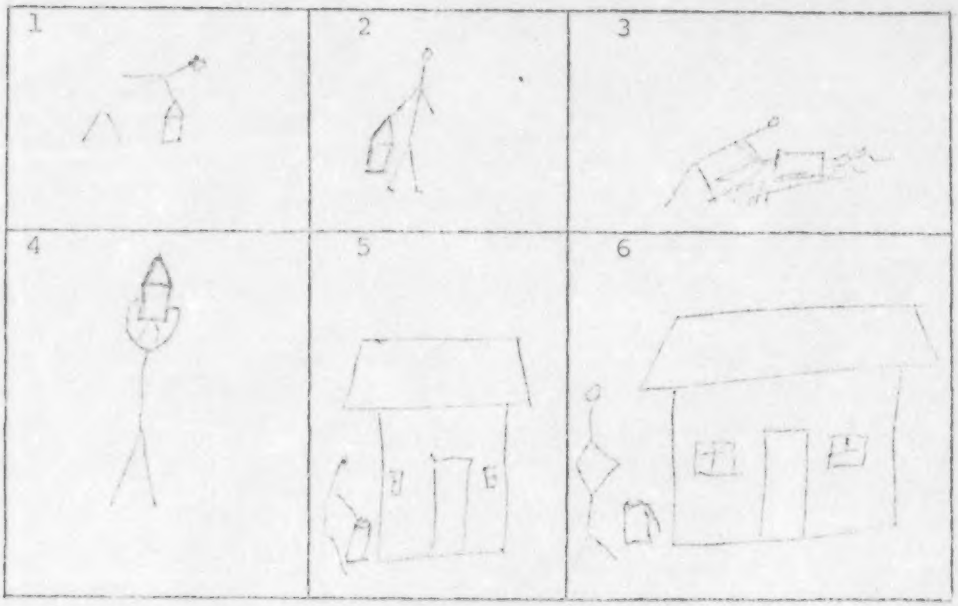
Young children love pictures and this condition can be exploited at Standard One level to achieve four aims:-

1. Practice in visual discrimination.
2. Practice in Oral expression and in Speaking
3. Practice in interpretation of visual characters
4. Preparation for Reading.

Picture booklets could be composed of picture-stories or simple description of scenes and episodes.

An Example of a Picture-Story:

KUCHOTA MAJI



The teacher will endevour to make as many of such booklets as possible using themes which are interesting to young children. Children themselves could assist in making such booklets through a collection of their own paintings and drawings - thus starting a rudimentary class library.

B. Making Illustrated "MY BOOK OF--" in Standard Two:

In Standard Two, children will have mastered the skill of reading simple sentences and recognising Words and certain syllables in various contexts. At this stage the teacher could make a variety of simple readers by binding a series of reading sheets or cards on which selected stories, scenes and episodes are printed alongside pictorial illustrations. He/she can also guide the children to make simple reading booklets of about four to eight pages of THEMATIC SELECTIONS.

Suitable themes which could form the titles of such booklets would be:-

- Kitabu changu cha WATU
- Kitabu changu cha JAMAA YANGU
- Kitabu changu cha NDEGE
- Kitabu changu cha MIFUGO
- Kitabu changu cha MIMEA
- Kitabu changu cha WANYAMA WA PORINI
- Kitabu changu cha AINA ZA MBOGA
- Kitabu changu cha MAUA
- Kitabu changu cha MAGARI
- Kitabu changu cha MAVAZI
- Kitabu changu cha MIJENGO

If any children are able to make any such booklets, they should be let free to select the type they want to work on under the teacher's guidance.

An Example of three pages of -

KITABU CHANGU CHA MAVAZI

1. FULANA

Hii ni fulana

Ninapenda fulana mimi

Fulana yangu ni nzuri

Sipendi fulana ndefu sana

Fulana ya Sarani nyeupe.

---

2. SURUALI

Suruali hii ni fupi

Sitaki suruali ndefu mimi

Baba anavaa suruali ndefu

Mwalimu wetu ana suruali nyingi

Anavaa suruali na shati na koti.

---

3. K O F I A

Ninaona Kofia

Kofia hii ni ya nani?

Ni ya mzee yule

Baba hapendi kuvaa kofia

Mzee yule huvaa kofia kila siku.

Chapter Seven

REINFORCING READING SKILLS

In essence all the four major language skills: Listening, Speaking, Reading and Writing reinforce each other at various points. We listen to what is spoken or listen to what is written read.

However, there is a special relationship between reading and writing. Reading is the interpretation of written characters. So, although the learning of reading comes before learning to write, in a sense the two skills are presented to the learner almost simultaneously. One cannot learn how to read if one cannot understand what is written within the same literacy system.

Hence, although a child who has mastered the reading of a certain word may not manage to write the word properly, he has acquired a feel for its shape which is an essential element in learning how to write. Of course, the writing of words is not the only skill required to reinforce reading. But the various writing skills act as a major component in reinforcing reading. Writing fixes the words and concepts in the mind of the pupil and thus enhance the skills of reading. Two aspects of writing which act as reading reinforcement are discussed below:-

a. Handwriting

b. Creative Writing.

A. Handwriting:

As soon as children have started to acquire the ability to read even in the first year, they should be encouraged to model, draw and write the major concepts learnt in the reading. Although these reinforcing activities will only be secondary to reading and will be allocated only brief sessions within the reading periods, they should feature sufficiently so as to establish fundamental characters in reading. For instance, if a reading selection is dealing with MAUA (flowers), children can draw a flower (UA) on their practice cards or paper and write something on "UA" under it, e.g.:

UA LANGU NI ZURI

They could simply copy the sentence from the reader or from other reading sources. Copying items and descriptions will be a major feature in the early stages.

There will be an accepted system of handwriting and an effective approach to guide children in learning how to write well but the aspect of handwriting intended here is that of enabling children to concentrate on the shape and pattern of letters and words either in isolation or within sentences. For that reason, easy exercises or practice in writing words, phrases and sentences will not fuss over perfection in handwriting but will aim at reproducing fairly accurate representation of the respective reading units.

B. Creative Writing:

In Standard One and Two exercises in creative writing will be of very rudimentary nature but, all the same, a very important component in reinforcing reading skills in the early stages. In order to establish the newly acquired reading skills, children should be guided in creative writing activities. There will be progress from merely copying items to a stage of reasoning and intelligently constructing and restructuring sentence patterns. At the level of this lower classes most children may not be able to write correct Kiswahili sentences but they can work from substitution tables or similar models so as to reinforce their reading skills.

The following are examples of some such reinforcement component :-

a. Writing the Child's own sentences
b. Completing sentences
c. Changing one word
d. Changing a phrase
e. Changing a sentence step by step.

Writing the Child's Own Sentence:

The child should be encouraged to write brief simple sentences about things he is interested in or be initiated in routine habits such as recording his daily experiences in a Diary,e.g.:

INTERESTS

1. Mimi hupenda motokaa
2. Nina ndugu wawili na dada mmoja
3. Ninanunua soda mbili kila Jumamosi
4. Mama hupika maandazi matamu sana
5. Maina alivaa fulana mpya jana
6. Ndege watatu wanalala mtini karibu na nyumba yetu.

Jumatatu - tulipata wageni nyumbani
Jumanne - mvua ilinyesha asubuhi
Jumatano - Mama alinunua samaki sokoni
Alhamisi - Mvua ilinyesha usiku

Completing Sentences:

INITIALLY

(Possible answers)

1. _____ alikuja jana (Maria)
2. _____ jina lake (niambie)
3. _____ ya baba yangu (Ni saa)

FINALLY

(possible answers)

1. Juma alienda _____ (kanisani leo)
2. Mimi sijui _____ (kuogelea)
3. Sokoni kuna _____ (mboga nyingi)

Using a Substitution Table:

Mama Maiko Msichana yule Rafiki yangu	ana	mayai mengi shilingi sita kiberiti na saa mkate mtamu

Changing one word:

1. Kijana anapenda maembe
2. Kijana anapenda soda
3. Kijana anapenda pikipiki

Changing a phrase:

1. Baba anaenda sokoni
2. Mtoto analia "
3. Kijana anakimbia sokoni
4. Kijana anacheza barabarani etc.

Such creative writing activities can be attempted by an average pupil who has attained some reading skills in Standard One or Standard Two. Slower pupils might first need to continue with modelling or drawing the various reading experiences or merely copying words and sentences. Children of superior ability and progress at this level will be encouraged to write original sentences based on their respective reading interests.

Chapter Eight

C O N C L U S I O N

Although this course is on teaching Kiswahili reading, it is hoped that the need has been shown for correlating the various language teaching and learning skills. It is the contention of this exposition that, one reason why the various language courses offered in the regular primary schools in Kenya turn out to be less effective is that they are designed independently of each other (IN ISOLATION) instead of collaboratively. There is need to understand how much and at what levels the various Kenyan languages interact and how such interactive roles affect the competence of learners in the use of respective languages at various levels and later in adult life. It is not functionally adequate to state that students find Kiswahili more difficult than English or vice versa. The effect of English on Kiswahili and vice versa and also the opportunities accorded to the promotion of each of these languages must be fully appreciated before any reliable judgement can be passed on the students' proficiency in any of them or before comparing their respective effectiveness.

A language is neutral and it does what it is assigned to do and in the capacity which it has been accorded for developing.

It also requires mentioning here that there is need to build within this reading course adequate practical demonstrations in the actual primary school classroom situation so as to give the student-teacher an opportunity to try the suggestions made within his/her own learning environment. This is because it is possible to listen to theories and big ideas but end up incapable of using them because one did not get a chance to try them out in a real teaching-learning situation.

The lecturer who decides to try the suggestions made here will also design suitable assignments and exercises for his student-teachers to assist in consolidating the various ideas proposed in this course.

APPENDIX A

W.H. Whiteley, ed. 1974

TABLE 1.4. *Distribution of each tribe inside and outside "home districts"*[35]
(Original spelling retained)

Tribe	Total		Home Districts		Outside Home Districts		Home Districts
	Number	Percentage	Number	Percentage	Number	Percentage	
Kikuyu	1,682,065	100.0	1,140,164	69.4	501,901	30.6	Kiambu, Fort Hall, Nyeri (Embu)
Embu	95,647	100.0	89,334	93.4	6,313	6.6	Embu
Meru	439,921	100.0	431,589	98.1	8,432	1.9	Meru
Kisii	38,172	100.0	36,870	96.6	1,302	3.4	Kisii
Kamba	933,219	100.0	817,361	87.6	115,858	12.4	Machakos, Kitui,
Dhatsa	38,474	100.0	37,278	96.9	1,196	3.1	Meru, Kitui.
Luhya	1,086,809	100.0	892,541	82.8	186,868	17.2	North, Elgon and Central Nyanza.
Kipsigis	536,343	100.0	511,656	95.0	26,655	5.0	Kisii,
Kisii	41,885	100.0	38,471	91.8	3,414	8.2	South Nyanza.
Mijikenda	414,887	100.0	370,354	89.3	44,533	10.7	Kilifi-Malindi, Kwale, Lamu.
Pokomo/Riverine	30,350	100.6	28,288	93.2	2,062	6.8	Tana River, Garissa.
Taveta	4,525	100.0	4,658	95.9	197	4.1	Taita.
Taita	83,633	100.0	71,681	85.7	11,952	14.3	Taita.
Arab/Shirazi	8,657	100.0	6,775	78.3	1,882	21.7	Kilifi-Malindi, Kwale, Mombasa, Lamu.
Asian	11,289	100.0	9,041	80.2	2,239	19.8	Lamu.
Somali/Galla	4,797	100.0	4,274	89.1	523	10.9	Kilifi-Malindi, Lamu, Tana River, Garissa.
Luo	1,146,335	100.0	1,025,039	89.3	125,296	10.7	Central, South, North and Elgon Nyanza.
Nandi	170,085	100.0	129,537	76.2	40,548	23.8	Nandi, North Nyanza Kericho.

Tribe	Total		Home Districts		Outside Home Districts		Home Districts
	Number	Percentage	Number	Percentage	Number	Percentage	
Turkana	341,771	100.0	285,264	83.5	56,507	16.5	Kericho,
Elgeyo	100,871	100.0	90,966	90.2	9,905	9.8	Elgeyo-Marakwet,
Marakwet	66,965	100.0	65,052	97.1	1,913	2.9	Elgeyo-Marakwet,
Pokot	76,537	100.0	73,471	96.0	3,063	4.0	West Pokot, Baringo.
Samburu	28,012	100.0	22,583	80.5	5,429	19.5	Elgeyo-Nyanza,
Teso	103,691	100.0	100,190	96.1	6,501	5.9	Baringo,
Mgoji	154,076	100.0	141,688	90.7	14,388	9.3	Kericho, North
Sanye/Dorobo	48,750	100.0	47,252	96.5	1,498	3.5	Samburu,
Boni/Sanye	181,397	100.0	167,193	92.3	13,577	7.7	Turkana, Samburu,
Ilchamus	72,387	100.0	65,686	88.6	9,671	13.4	Elgeyo-Nyanza,
Rendille	14,5[illegible]	100.0	12,516	85.2	2,[illegible]	14.8	Samburu, Northern
Somali	4,981	100.0	4,481	89.6	499	10.4	Elgeyo,
Borana/Gu	13,234	100.0	13,128	99.4	86	0.6	Marsabit,
Gabbra	53,336	100.0	50,852	97.4	1,324	2.6	Samburu, Lodwar, Marsabit
Gabbra	11,478	100.0	10,724	93.5	754	6.5	Marsabit,
Sakuye	1,661	100.0	1,521	83.5	272	16.5	Marsabit,
Rendile	11,636	100.0	10,767	92.5	870	7.8	Isiolo, Garissa, Garissa
Orma	7,257	100.0	7,251	99.9	6	0.1	Marsabit,
Wardei	4,[illegible]	100.0	4,[illegible]	99.1	39	0.9	Marsabit, Garissa
Somali	125,618	100.0	121,[illegible]	96.8	4,[illegible]	3.2	Garissa, Wajir
Asian	34,[illegible]	100.0	29,[illegible]	80.8	6,[illegible]	19.2	Nairobi, Mombasa
Arab	34,[illegible]	100.0	31,[illegible]	89.3	3,[illegible]	10.7	Mombasa,

APPENDIX B

RECOMMENDED KENYA REGIONAL LANGUAGES:

The author of this Kiswahili Reading Methodology Course recommends developing the following African languages for use as the media of instruction per province at the various levels of the primary school in Kenya as shown below:-

	Province	Medium of Instruction per Primary Class	
		Standard I - 3	Standard 4 - 8
1.	Coast	Kiswahili	Kiswahili
2.	Eastern	Kikamba	"
3.	Nairobi	Kiswahili	"
4.	Central	Kikikuyu	"
5.	Rift Valley	Kalenjin	"
6.	North Eastern	Kisomali	"
7.	Western	Kiluhya	"
8.	Nyanza	Kiluo	"

NOTE:-

It is evident that whatever language policy is adopted in the country not everybody will be fully satified. Therefore, even a proposal such as the one advanced above to use SEVEN regional languages would be opposed by some people. An additional comprise would be to include other SIX "Sub-regional" languages for use in the lower primary school (Standard I-3) by groups which are likely to consider themselves totally unrepresented in the SEVEN regional languages because of dialectal distance. The SIX sub-regional languages by province would be:-

Province	Sub-regional languages
Nyanza	1. Gusii
Rift Valley	2. Turkana 3. Masai
Eastern	4. Meru 5. Embu 6. Boran

APPENDIX C

Recommended Media of Instruction and Language Teaching Throughout the School System:

Class	Medium of Instruction	Subject
Standard 1 - 3	Mother Tongue or Kiswahili	Kiswahili
Standard 4 - 8	Kiswahili	Kiswahili and English
Form 1 -4	English	Kiswahili, English and Optional Foreign Languages French etc.
University	English	Kiswahili and Optional Foreign Languages

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